

MONTANA TEEN DRIVER EDUCATION & TRAINING

Module 6.1 – Distractions LESSON PLAN & TEACHER COMMENTARY

Module 6.1 - Long-term Learning Goals

The student describes examples of conditions that can distract drivers and lead to increased driving risk and creates a personal plan for managing physical, visual, and cognitive distractions while driving.

The student will:

- define and describe the effects of distracted driving and the nature of the problem of distracted driving crashes;
- describe potential distractions that could occur inside and outside the vehicle and their effects on the driving task;
- develop a plan to prevent distractions before getting behind the wheel and while driving;
- commit to being a safe, distraction-free driver and be able to identify ways to disseminate information regarding the dangers and consequences of distracted driving to other teens, their families, and the community.

Materials Needed:

1. Module 6.1 PowerPoint Presentation
2. Module 6.1 Touch Track and Math Work Sheets (printed for slide 22 student activity)
3. Module 6.1 Teacher Commentary (printed out)
4. Paper for iCrashed writing activities, if needed

TEACHER COMMENTARY

This teacher commentary can be used with the accompanying PowerPoint presentation, and includes questions and comments related to Managing Distractions.

Representation of the module slides are provided to allow you to connect the materials, data, and questions with the presentation.

Slide 2 – Objectives

- Define and describe the effects of distracted driving and the nature of the problem of distracted driving crashes;
- Describe potential distractions that could occur inside and outside the vehicle and their effects on the driving task;
- Develop a plan to prevent distractions before getting behind the wheel and while driving;
- Commit to being a safe, distraction-free driver and identify ways to convey the dangers and consequences of distracted driving with other teens, your family, and the community.

Slide 3 – Managing Distractions

Nearly 8 out of 10 crashes happen within 3 seconds of a driver becoming distracted.

Managing Distractions



Nearly 8 out of 10 crashes happen within 3 seconds of a driver becoming distracted.

Slide 4 – Types of Distractions

- Eyes off the Road – Visual
- Mind off the Road – Cognitive/Auditory
- Hands off the Steering Wheel – Manual

Types of Distractions



Eyes off the Road – Visual
Mind off the Road – Cognitive/Auditory
Hands off the Steering Wheel – Manual

Slide 5 – What distracts you?

Distracted driving is any activity that could divert a person's attention away from the primary task of driving. *All* distractions endanger driver, passenger, and bystander safety.

These types of distractions include:

- Texting
- Using a cell phone or smartphone
- Eating and drinking
- Talking to passengers
- Grooming
- Reading, including maps
- Using a navigation system
- Watching a video
- Adjusting music



Click to play video:
What distracts you?

Click to play video of girl walking by and distracting Ferrari driver



Slide 6 – How many distractions are too many?

WHY IS Distracted Driving DANGEROUS?

Distraction occurs any time you take your eyes off the road, your hands off the wheel, and your mind off your primary task: driving safely. Any non-driving activity you engage in is a potential distraction and increases your risk of crashing.



Slide 7 What do you consider lethal?

What other distractions shift your focus from the driving task?
impactteendrivers.com



Slide 8 – The more the merrier? The more the scarier.

Do passengers increase distractions?

ONE passenger doubles the risk, THREE or MORE quadruples it.



Slide 9 – When is texting a private engagement?

The slide notes include information on a 2013 texting & driving study published in the International Journal of Sustainable Strategic Management. Teens' behavior and personality traits explain why teens continue to text while driving. The need to feel "connected" and general "impulsiveness" are some of the issues explored in the study.



Slide 10 - You don't want them responding to your text.

Click to play the 30-second video.

Distracted driving can cost you hundreds of dollars in tickets, fines, and damage, but the true cost of distracted driving could be your life.

It can wait.



Click to play 30-second PSA: It's not worth it. Courtesy of ImpactTeenDrivers.org

Slide 11 – Stop the Texts, Stop the Wrecks

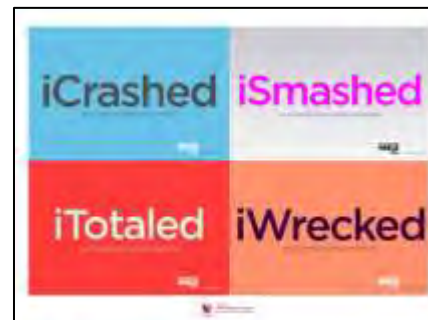
- Evaluate the statement: Distracted driving is the #1 killer of teens.
- Consider: Motor vehicle crashes are the leading cause of death and injury for teens.
- Distracted driving is VERY risky.
- For drivers 15-19 years old involved in fatal crashes, 21 percent of the distracted drivers were distracted by the use of cell phones.
-



Slide 12 – iCrashed, etc.

Use these questions as a discussion or writing prompt:

- What happened before?
- What happened after?
- Are these stories true for anyone you know?



Slide 13 – Cell-phone over-use scale

“Crash risk is strongly associated with heightened anticipation about incoming phone calls or messages.”

Cell-Phone Over-Use Scale

- **Anticipation** – Waiting for a call or text.
- **Interference** with normal activities e.g., impacting friends/family.
- Strong emotional reaction to calls.
- Recognizing problem cell-phone use.

Research shows that crash risk **INCREASES** with the **ANTICIPATION** of incoming phone calls or messages.

Slide 14 - Student Activity: Think!

Want to see if you can multi-task while driving? Watch the UKThinkMOvideo and count the questions asked and add points for pedestrians wearing red, yellow and gray t-shirts.



Slide 15 – Multi-tasking

Some driving conditions require more attention than others: for example, two-lane streets require more attention than interstates; curved roads require more attention than straight roads; heavy traffic requires more attention than light traffic. *Being aware of changing attention demands won't happen if you are driving distracted.*



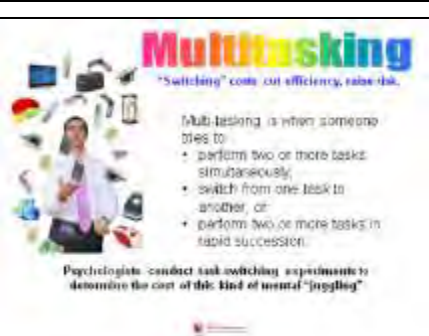
Slide 16 – Multi-tasking

“Losing just a half second of time to task switching can make a life-or-death difference for a driver on a cell phone traveling at 30 mph. During the time the driver is not totally focused on driving the car, it can travel far enough to crash into an obstacle that might otherwise have been avoided.”



Slide 17 – Multi-tasking

“According to Meyer, Evans and Rubinstein, evidence suggests that the human "executive control" processes have two distinct, complementary stages. They call one stage "goal shifting" ("I want to do this now instead of that") and the other stage "rule activation" ("I'm turning off the rules for that and turning on the rules for this"). Both of these stages help people to, without awareness, switch between tasks. That's helpful. Problems arise only when switching costs conflict with environmental demands for productivity and safety.



“Multitasking may seem efficient on the surface but may actually take more time in the end and involve more error. Meyer has said that

Although switch costs may be relatively small, sometimes just a few tenths of a second per switch, they can add up to large amounts when people switch repeatedly back and forth between tasks.”

even brief mental blocks created by shifting between tasks can cost as much as 40 percent of someone's productive time.”

Slide 18 – Managing Distractions

What else can you do? Some ideas ...

- Designate someone else to text or make calls.
- Park the phone somewhere out of reach and **TURN IT OFF.**

Use an app to send a message to others: *I'm driving, I'll call you back ...*



Slide 19 – Student Activity: Demo

- Attach a golf tee to the top of a steering wheel disc and balance the golf ball.
- Seat a student on a chair and give him/her the steering disc with instructions to hold it steady and try not to drop the golf ball.
- Challenge the student to focus on the target through various distractions – have class watch the student's eyes.
- Discuss.



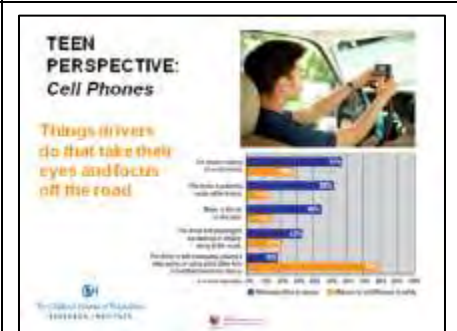
Slide 20 – Teen Perspective –

This CHOP research chart describing the teen perspective on distractions is full of great information we can use to address the distractions that cause teens to crash.

We encourage you to take time to study the graph. The blue bars show what teens say “they see often or always.” The orange bars tell us what teens say “makes a lot of difference to safety.”

In this chart, it is key to highlight “cell phone use while driving,” which we know is a major crash factor. Only 28% believe that talking on a cell phone makes a lot of difference. However, they do recognize texting as a very dangerous behavior.

Additionally, teens did not view cell phone use while driving as particularly dangerous, but do



believe cell phone use that triggers strong emotions and texting is dangerous.

We need to realize that messages that lump conditions together too casually may decrease the effectiveness our messages. We may be better off addressing the nuance teens perceive.

Slide 20 - Cell phone bans in Montana

The Anaconda-Deer Lodge County Commission heard testimony in 2010 from middle school students from Fred Moodry Middle School in Anaconda and unanimously passed an ordinance that bans texting while driving in the city and county. In 2012, the commission was asked to strengthen the ban and 3-1 voted to amend the original ordinance to include all forms of hand-held devices during driving. Hands-free devices are excluded from the ban.

According to a story in the Montana Standard, students in Tammy Hurley's US History class initially tackled "distracted driving as part of the national Project Citizen curriculum for middle school. Surveys with local businesses, police and firefighters showed 82 percent in favor of their ordinance." (May 16, 2012) Hurley's 2009-2010 class also wrote the original texting ordinance, which passed 4-0.

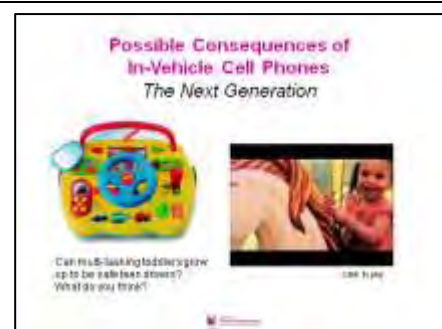


Intoxicated – PSA:
Courtesy of
ImpactTeenDrivers.org.

Slide 21 – The Next Generation

Did you have a toy like this when you were a little kid? What kind of message do you think it sends? Good or bad idea?

Click to play Split Second PSA: Courtesy of
ImpactTeenDrivers.org.



Slide 22 – Distracted driving can keep you from getting where you want to go.

Student Activity:

- Print the Touch Track worksheets and math problems
- Gather a set of calculators and stopwatch
- Instruct teams of 2-3 students to time how long it takes to touch each number in sequence.
- Have one student read math problems. The other student uses the calculator or mental math to solve problems while pointing to the touch track numbers in sequence.
- Compare times.



Slide 23 – Texting tragedies in the headlines



Slide 24 – Managing Distractions - spread the word to other teens and your community



Slide 25-26 – Standards & Benchmarks

